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ABSTRACT

A series of programs in Claiborne County, Mississippi, designed to improve interpersonal relations and preschool and first-grade reading instruction was evaluated. Part of a plan designed to aid majority Negro rural isolated school districts, these programs consisted of (1) inservice training for teachers, (2) a preschool readiness program using the Readimobile unit, (3) the utilization of Open Court Correlated Language Arts Program for reading improvement, and (4) the Ojemann Program teaching human behavior understanding. Data were collected on these programs and treated by various statistical methods. Major results of the analysis revealed that (1) there was a significant increase in 1968-69 preschool readiness scores when compared to 1967-68 scores, (2) participants of the Readimobile program scored at a significantly higher level on readiness tests than did Headstart participants, (3) the reading achievement of first graders did not increase significantly, (4) the relationships between readiness scores and first-grade achievement scores was significantly higher in 1968-69 than in previous years, (5) students showed a significant increase in the application of the causal approach to human behavior, and (6) teachers rated "parental support" as their most pressing problem and "motivation to learn" as their least pressing concern. Appendixes and tables are included. (VJ)

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PROJECT EVALUATION

INTERPERSONAL RELATIONS AND READING IMPROVEMENT

Title III P.L. 89-10 Project
OE. No. 68-06740-0

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Submitted by

Claiborne County School District

Port Gibson, Mississippi

September, 1969

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CLAIBORNE COUNTY PROJECT EVALUATION

PART I

PROGRAM PLANNING AND DEVELOPMENT

Preliminary Planning

In 1967, the United States Office of Education identified 242 southern school systems with 60 per cent Negro student enrollment which are considered to be in rural isolated areas. The unique nature of educational problems within these districts required a concentrated effort toward the identification of the most pressing problems and subsequent action toward developing better quality education programs for these systems.

A study concerning the problems of these districts was instigated by the Division of Equal Educational Opportunities of the U.S. Office of Education. The University of Miami in cooperation with the University of Southern Mississippi, the University of South Carolina, the University of Tennessee, the University of South Alabama, Auburn University, and the University of Georgia, conducted this study involving six majority Negro rural isolated districts. These six local districts consisted of two each in the states of Mississippi, Georgia, and South Carolina and were deemed atypical of the 242 districts that were previously identified.

As a result of this study, educational problems that exist to a large degree in all of the 242 school systems in the area were identified and clearly defined. The mechanism through which improved programs in these schools could be developed and made operational was made possible by the utilization of certain funds allocated to the Bureau of Research which in turn contracted with the Southeastern Educational Laboratory for initial planning and development. The Southeastern Educational Laboratory, aided by representatives of various local, state, and federal education agencies, and involved universities drafted plans for implementation of improved programs in the six pilot school systems. The coordinated efforts of this planning group resulted in the organization of task forces in each of the three states.

The Mississippi task force consisted of representatives of SEL, Mississippi State Department of Education, Claiborne and East Tallahatchie School Districts, University of Southern Mississippi, and the University of South Alabama. The task force agreed that the two Mississippi school districts should immediately begin programs emphasizing: (1) In-service education, (2) Expanded curriculum offerings, (3) Reading improvement, (4) Preschool training, and (5) Organizational innovations such as team teaching, nongrading, and flexible scheduling.

In addition, it was recommended that the Southeastern Education Laboratory extend operation of its Program B, nterpersonal Relationship, into at least one local strict as an integral part of the school program. ne cooperation endeavors of this and other task forces were undertaken with the anticipation that such pilot programs would serve as models for utilization by other rural isolated school districts.

The above overview of the initial planning and development of pilot programs in selected rural isolated school districts provide a background for presentation of the Claiborne County project. The remainder of this report will deal exclusively with this project and its impact upon the local educational program. Although results may be directly inferred only to the Claiborne County program, it is feasible to expect that other systems may benefit from this and similar evaluations.

PROGRAM JUSTIFICATION

The need for an enriched educational program in the Claiborne County School System may be readily identified by considering the following factors: (1) rural isolation, (2) racial composition of student body, (3) socio-economic level of the community, and (4) data representative of pupil achievement. In addition, the substantial desegregation of students and faculty has

made even more acute the need for a strong program of interpersonal relationships.

The above element may be verified by examination the following data: (1) The population of Claiborne County is approximately 10,000 with 2,900 school children enrolled in the public shhools, (2) Approximately 84 per cent of the students are Negro and the remaining 16 per cent are caucasion, (3) The closest large centers of population are Vicksburg and Natchez which are approximately 45 miles from the county seat, Port Gibson, (4) The median family income of this agricultural community is $1,450, (5) Standardized tests administered in 1967 indicate that very few second grade children were reading at grade level and 31 per cent were one-half or more years behind in reading. Sixth grade students tested revealed that 79 per cent were one year or more behind in reading.

Analysis of needs.

An inspection of the facts presented supports the major concerns of the Claiborne County system. It is apparent that the traditional reading program had not reduced the "domino" effect on students entering the first grade, when they are not ready, and the increasing difficulty with each succeeding school year. Likewise, this reading difficulty has compounded the total educational problem in other areas and has contributed to difficulties

relative to personal and social adjustment in a changing society. Therefore, the identified needs for a Pre-School Readiness program, an improved Language Arts program, particularly in the area of reading, and an Interpersonal Relationship program for pupils and professional staff were justified and were logical steps toward reducing these major problems.

OBJECTIVES

The identified needs of the Claiborne County system are of such nature that prohibits short-term implementation and analysis of outcomes. This situation, common to most educational problems, dictates the need for the basic or general objectives to be stated as long-range goals which cannot be immediately evaluated. However, more specific short-term objectives indicative of desired progress may be derived from these general objectives. The following objectives represent both the overall and short-term expectations of this program. The specific objectives provide the basis for evaluation of this one-year program and are necessarily stated as behavioral objectives.

General Objectives.

The general long range objectives are as follows:

1. To increase the academic competence and interpersonal relationships of all pupils by implementation of a pre-school readiness program, initial concentration on

reading instruction, and developmental program of causal human behavior and mental health.

2. To effect significant improvement in the quality of teaching and learning through intensive inservice education programs designed to further develop interpersonal relationships involving intra-organizational relationships, school-community relations, parent-teacher relations, and skills and concepts utilized in innovative instructional programs for pupils.

Specific Objectives.

The above general objectives provide the basis for derivation of the following specific behavioral objectives:

1. To significantly increase the reading readiness of pupils entering the first grade as determined by a comparative analysis of the reading readiness of 1967-68 first grade students with 1969 first grade students as measured by the Metropolitan Readiness Standardized Test.
2. To improve pre-school readiness of children by utilization of the innovative Readimobile program as determined by a comparative analysis of the readiness of Headstart and Readimobile participants as measured by the Metropolitan Readiness Test.

3. To determine the relationship between the readiness development emphasis, as reported by pre-school Redi-mobile teachers, and the reading achievement of first grade students as measured by the composite grade-level equivalent on the Stanford Achievement Test. (Primary I Level)
4. To significantly improve the reading achievement of first grade students entering the second grade level as determined by the composite score of the language arts sub-tests of the Stanford Achievement Test. (Primary I Level)
5. To improve the handwriting skill of first grade students as determined by a comparative analysis of subjective ratings of handwriting of first grade students enrolled in the 1967-68 and the 1968-69 school year.
6. To assist students in the: (1) development of skills in dealing with human behavior; (2) understanding and application of the causal approach to current and historical social situations relative to the behavior of others, and the ability to analyze and resolve their own behavioral oriented problems as measured by the Ojemann Social Causality Tests and Problem Situation Test.
7. To determine the effectiveness of materials utilized in the "Ojemann Program for Teaching Human Behavior" as perceived by fourth, fifth and sixth grade students as measured by ranking of the materials by

the students.

8. To help teachers further develop: (1) the ability to perceive their problems relating to teaching and the relationship of their own feelings and the feelings of others, and (2) the ability to adjust their unique behavior patterns in environmental and personal situations as measured by the Bill's Teacher Situation Q-Sort and the Saslow Expression of Feelings Test.
9. To determine and assist the school personnel in their perception and ability to teach the culturally and economically disadvantaged child as determined by the Culturally and Economically Disadvantaged Children and Youth Opinion Questionnaire.

IMPLEMENTATION ACTIVITIES

The following reflects the general scope of the activities utilized in meeting the objectives of this program:

1. Participation of selected teachers in three-week workshops, funded through an NDEA Institute grant, at the University of Georgia during the 1968 summer session. This workshop focused upon the sociological and psychological foundations applicable to the teaching-learning process and curriculum development. In addition, special programs for utilization of materials to be used during the academic year were provided for the teachers. These sessions were designed to meet the individual needs of the teachers relative to grade and/or subject assignment and interests. (A complete report of these workshops may be obtained from Dr. Morrill Hall, University of Georgia.)
2. A three-week pre-school readiness program designed to increase the functional, social, and emotional readiness of pre-school children entering the first grade in the fall of 1968. This program involved both pupils and first grade teachers in order to maximize the possible benefits.
3. The utilization of a pre-school mobile unit ten months of the school year. This unit was equipped to go where people live and serve the unique problems of culturally

and/or geographically isolated groups. Based upon previous research findings, this unit was equipped with materials found to be most effective with disadvantaged pre-school children. The unit was staffed by one professional education person and a technician responsible for operation of audio-visual equipment and physical location of the unit.

4. The first grade reading program utilized a new program; the Open Court Correlated Language Arts Program. The first grade teachers were provided consultant services by the Open Court Publishing Company. The services included sessions during the summer work-shop at the University of Georgia, an intensive three-day workshop held prior to the opening of school, and an additional two days of consultant services during the school year. In addition, provision was made for ten Claiborne system first grade teachers to visit other schools using the Open Court program.

5. The Interpersonal Relationship program was implemented through an intensive inservice education program during the academic year. Included were the following activities for the teachers:

   (1) Ten sessions relative to the Human Development Institute program.

   (2) Two sessions involving the necessary theoretical

and practical application of constructs relating to organizational climate.

(3) Four sessions designed to provide instruction in the theory and application of "A Teaching Program in Human Behavior and Mental Health."

6. In addition to the structured activities listed previously, it should be recognized that the primary activity occured in the actual classroom situation. The practical application of theory and materials were, in all probability, the most useful phase.

EVALUATION

The type of data, lack of controls and randomization, and overall design have imposed restrictions upon the evaluation of this program. However, it is recognized that these problems are common to educational research of this nature. Within this context, the investigator has endeavored to apply the appropriate treatment techniques in order to produce an evaluation that is objective and will serve to measure the outcomes of the specific objectives previously postulated. Every effort has been made to provide clarity in the reporting of results to the publics of interest. Therefore, detailed technical aspects of data treatment are not included in this evaluation. (Technical notes may be obtained from Dr. Harold V. Knight, Director of Educational Research, University of Southern Mississippi.) The brief outline which follows provides an overview of evaluative procedures.

Measurement and Design.

The Southeastern Educational Laboratory provided the necessary assistance toward development of the research design and selection of appropriate tests and evaluative instruments. The basic procedure utilized was to take each program separately and select instruments to evaluate the objectives of each program. There were no provisions made for inter-program comparisons or the utilization of

techniques which could possibly randomize or "explain" sources of error existing in evaluation of effects. The only program in which control groups were utilized was the Ojemann program for integrating elements of human behavior understanding with other units of study. The above comments are not intended as a criticism of the original evaluation procedures, but presented to explain the rationale for certain treatment techniques utilized in the evaluative process. The investigator certainly recognizes the problems of design and, in many cases, the impracticality of utilizing more preferrable procedures. In summary, the basic research method utilized may, at best, be classified as quasi-experimental, primarily of the ex-post facto or correlational type.

Measurement.

The instruments used to measure the effects of each program have previously been identified in relation to each objective. Therefore, with the exception of certain personal data which will be presented in detail in later sections, the following itemization reflects the tests and/or instruments utilized:

1. Metropolitan Readiness Test
2. Metropolitan Achievement Test (Primary I Level)
3. Stanford Achievement Test (Primary I, Intermediate I and II Levels)
4. Handwriting Scale (Constructed and evaluated by local panel)

5. Saslow Expression of Feelings Checklist
6. Bill's Teacher Problem Q-Sort
7. Ojemann Social Causality Tests (I and III)
8. Ojemann Problem Situation Test
9. Ojemann Materials Rank Order Checklist for Pupils
10. Cultural and Economically Disadvantaged Child Opinion Questionnaire (College of Education, University of Minnesota, 1963)

Treatment of data.

As explained earlier, the data and design relating to each objective restricts the choice of treatment. The primary treatment technique employed was multiple linear regression analysis. This technique provided the investigator with a procedure to utilize several statistical controls by formulating regression models combining both categorical and continuous variables. Within the framework of multiple regression analysis; analysis of variance, covariance, and descriminant analysis were available for utilization. Other treatment methods used were factor analysis, uncorrelated and correlated "t" tests, and several types of correlation appropriate to the data. The specific treatment method for each phase of the evaluation will be clearly identified in the analysis and interpretation section of this report.

Presentation format.

The remainder of this report will be organized in the following manner: Part II--Descriptive Analysis; the presentation of descriptive data reflecting the parameters characterizing each phase of the program. Part III--Analysis and Interpretation of Results; the presentation of treatment results and interpretation according to each specific objective. Part IV--Summary and Conclusions; a brief review of the major findings of the evaluation and concluding remarks relative to implications for future program planning and development.

PART II

DESCRIPTIVE ANALYSIS

Teacher Participation Data

The following remarks are related to teacher participation in the primary inservice activities necessary to implement this project. In addition, it is the intent of this section of the report to provide other general descriptive data characterizing the overall school environment as it relates to both pupils and teachers.

Overview of School System

As may be observed in Table 1, the Claiborne County School System has four schools with three being predominately Negro and one of predominately white enrollment. The teacher-pupil ratio appears to be similar in all of the schools. The total school enrollment figures reflect that approximately 85% of the student enrollment is Negro, with the remaining 15% being almost exclusively Caucasion.

Inspection of Table 1 further reveals that the Port Gibson School has a substantial degree of desegregation when compared with the overall ratio mentioned above. These characteristics of the Claiborne County Schools reflect the unique needs for which this pilot project was originally designed.

School Personnel Participation

The data presented in Table 2 provides an adequate

TABLE 1

DESCRIPTIVE DATA ON TEACHERS AND PUPILS IN CLAIBORNE COUNTY SCHOOLS FOR 1968 AND 1969 ACADEMIC YEARS

School	Pupils			Teachers
	Number	Race		
		Negro	Caucasion	
Richardson (Grades 1-3)	500	500		15
Pattison (Grades 1-8)	230	230		9
Addison (Grades 4-12)	1700	1700		58
Port Gibson (Grades 1-12)	590	120	470	32
Totals[a]	3020	2550	470	114

[a]Data represents composite approximation for both years.

TABLE 2

SCHOOL PERSONNEL PARTICIPATION IN SUMMER INSTITUTE AND INSERVICE EDUCATION PROGRAMS: 1968-69

Program	Schools				Total
	Richardson	Pattison	Port Gibson	Addison	
Georgia Institute					
Teachers	4	1	5	15	25
Principals	1	0	0	1	2
Others[a]	1	0	0	0	1
Total	5	1	5	16	28
Inservice					
Teachers	15	8	7	32	62
Principals	1	1	1	2	5
Others[b]	1	0	0	2	3
Total	17	9	8	36	70
H.D.I.					
Teachers	8	2	0	28	38
Principals	1	1	0	1	3
Others[c]	1	0	0	1	2
Total	10	3	0	30	43
Pre-school Workshop					
Teachers	*	*	*	0	10

TABLE 2 (continued)

Program	Schools				Total
	Richardson	Pattison	Port Gibson	Addison	
Principals	*	*	*	0	3
Others	*	*	*	0	8
Total					21
Composite Totals[d]					
Teachers	27	11	12	75	135
Principals	3	2	1	4	13
Others	2	0	0	3	16
Total	32	13	13	82	162

[a]Project Coordinator
[b]Includes Two Redimobile Personnel
[c]Asterik indicates that the first grade teachers and principals attended.
[d]Includes duplication of individuals

description of the intensive inservice education activities designed for the improvement of the faculty. It may be noted that each of the major programs had excellent attendance for targeted personnel. These efforts in meeting both the individual's and school's needs are obvious from inspection of this attendance pattern. The high percentage of faculty participation reflects an interest in providing the best instructional program possible in this district. Likewise, the participation of principals and other administrators, including central office personnel, is to be commended since this is a very necessary component of any sound inservice program.

Program Descriptive Data

The following overview provides the basis for inspecting both pupil and teacher characteristics relative to each program. The input data varies due to the nature of the activity and importance to evaluation of the activity.

Pre-school Readiness Workshop

This pre-school program was conducted during the time span of August 5 through August 23, 1968. All three elementary schools participated in the program which met for approximately seven hours on each weekday. A total of ten teachers, three principals, seven auxiliary personnel, and the coordinator attended the workshop. A total of 213 first

grade pupils attended the program with an ADA of 208 pupils.

The activities were varied with major emphasis placed on teaching reading utilizing the new Open Court Program. Video-tape analysis, demonstrations of teaching, observational techniques, and daily critiques by the school personnel were activities valued highly by the teachers. The use of Open Court consultants for three days appeared to have been beneficial. In addition, discussions relating to problems of the disadvantaged child, characteristics of effective teachers, and the time to apply new techniques in the classroom were deemed important.

In summary, this three-week session was considered to be very helpful by the teachers and administrators. No pretense was made as to bridging the readiness gap among the pupils but personnel did feel that the sessions were very helpful in assisting the child in adapting to the school situation. Likewise, due to the informality encouraged, many parents reported that their children rapidly adjusted as anxieties over school attendance were replaced by eagerness to attend school.

Pre-school Redimobile Program

The pre-school readiness program was built around a mobile unit that was designed to provide readiness experiences for pre-school five year olds. The staff included one person trained in pre-school teaching and one technician. The mobile unit was operated over a ten month period at

seven stops in the community. Each stop was two hours in length.

The activities within the Redimobile were constructed around generally accepted readiness activities such as developing listening, speaking and observational skills, as well as promoting individual participation and awareness. The unit was equipped with the necessary materials and electronic equipment to carry on such a program. Although the program was planned for the five year old, many younger children participated and there was also considerable parental involvement. Full daily observational records were kept by the operating personnel. The number of pre-school children served will be fully defined in a later section of the report.

First Grade Reading Program

Within the first grade reading program the Open Court Correlated Language Arts materials were utilized. The teachers involved received some degree of training in the use of the materials as a part of their pre-school program. The training was provided by consultants furnished by the publisher. A majority of the first grade students and teachers participated in the Open Court Program.

It was the expectation of the personnel involved in the program that this method would remove reading deficiencies in the first grades. However, the actual outcome of the program will be analyzed by the utilization of hard

data in a later section of the report.

Interpersonal Relationships Program

The Interpersonal Relationships Program was a ten-week inservice program. It was conducted by special consultants provided primarily by the Southeastern Educational Laboratory with extensive participation by school personnel. Teachers received release time or compensation, to some degree, for participation. (Refer to previously stated objectives and participation to avoid unnecessary replication.) As previously mentioned, this program was intended to assist the teachers in understanding and application of skills relating to organizational theory, environmental stress factors, causal human behavior analysis, and related areas involving interpersonal relationships.

Ojemann Program

The Ojemann Program is a teaching program in human behavior designed to provide the student with an understanding of his social environment while at the same time increasing effectiveness in all teaching areas. This program emphasizes the causal approach in analyzing human behavior and provides extensive materials to be used in implementation of such a procedure. The program was in effect from February through May, 1969 with selected fourth, fifth, and sixth grade pupils and teachers. The teachers received inservice training in areas related to basic concepts within the Ojemann program. The evaluation of the

program will be presented utilizing tests of social causality, problem situations, and other hard data.

Summary

The summary data on teacher participation and the brief narrative of each major program represent an overview of the procedures utilized in implementing activities designed to meet the objectives of the program. Basic data will be presented in Part III and supplemental information may be obtained by referring to the project proposal and reports filed relative to materials purchased, personnel deployment, and similar information. Also, at the risk of being redundant, the reader may obtain more detailed information by relating the objectives and program description contained in Part I with the information presented in this section.

PART III

ANALYSIS AND INTERPRETATION

OF RESULTS

This section will present the evaluation of each program objective by utilization of statistical treatment of hard data available for analysis. The results of this analysis shall be interpreted in terms of significance, relationship, and practicality toward evaluation of the program and future usage of results. When possible, statistical data will be transformed into well-known scales or comparable measures for use of interpretation by non-statistical oriented personnel.

The format of this section is so designed as to clearly identify the objectives and procedures used for implementation of objectives. It is felt that this association of objectives, procedures, and results will provide clarity in interpretation of all program elements.

BASELINE DATA: ACHIEVEMENT AND READINESS

In order to provide maximum clarity in the analysis and interpretation of data, certain descriptive statistics are often helpful. Also, since a prime objective of this project was the compilation of a data baseline, it is appropriate to present this data at the beginning of this section. The primary data presented con-

sists of readiness and achievement test results for the 1967-68 and 1968-69 academic years.

Readiness Data.

The basis data shown in Table 3 represents the readiness test scores for each of the years 1967 through 1969 on the Metropolitan Readiness Test.

TABLE 3

READINESS TEST DATA OF FIRST GRADE STUDENTS FOR THE 1967, 1968, AND 1969 ACADEMIC YEARS

	1967	1968	1969[a]
N	162	189	119
Mean	40.4	31.9	46.2
SD	17.3	15.9	15.5
V_c	.43%	.50%	.33%
$S\bar{x}$	1.36	1.16	1.43

[a]Random sample selected and tested in September, 1969.

An inspection of Table 3 indicates that there was wide diversity between the means of the three years under study. This range is reflected by a low composite mean of 31.9 for 1968 and the high composite mean of 46.2 for the 1969 academic term. Further visual inspection of the readiness data reveals that the variability among the test scores was greatest in 1969 and most stable in the

1968 year. This is indicated by the coefficient of variation (V_c) which gives the ratio of the standard deviation of the scores to the mean of the group. Therefore, although 1967 exhibited a higher mean, in contrast with 1968 there was a higher range of dispersion in that group. The relative high level of dispersion in the 1969 group may possibly be explained by the fact that a smaller sample size existed and the sample reflected scores obtained from students participating in the special "Readimobile" program and those not participating. In general, the 1967-1968 data should form the basis for necessary baseline data comparisons and the year 1968 would reflect a more stable, and possibly more accurate, representation of the true readiness level of the students.

Comparison of Readiness and Achievement Data

A more complete picture of the baseline data may be obtained by an inspection of Table 4. This Table presents the total data on both the readiness and achievement tests for the combined years 1968 and 1969. In addition, the relationship of achievement and readiness scores for each of the years is given as represented by the symbol "r," which the Pearson Product-Moment coefficient of correlation. The vital data contained in Table 4 indicates that the readiness score mean and standard deviation for both years combined is far more reliable than the previous data presented for each of the 1967

and 1968 years. The achievement data for these combined years show that a mean grade level equivalent score of 1.65 represents approximately a grade level attainment of .4 below the expected score. However, the variability among achievement scores is relatively high as might be expected when total scores are combined disregarding such variables as race, sex, etc. The correlation for each of the years helps explain the wide difference between the readiness scores for 1967 and 1968. It may be observed that in 1967, the relationship was .40 as compared with .71 in 1968. This strength of relationship is better understood by inspection of the square of "r".

TABLE 4

THE RELATIONSHIP BETWEEN COMBINED READINESS AND ACHIEVEMENT SCORES FOR THE 1967 AND 1968 ACADEMIC YEARS

	Readiness	Achievement	Relationship	
N	351	351	1967	1968
Mean	35.9	1.65[a]		
SD	16.5	.41		
V_c	45%	25%		
r			.40	.71
r^2			.16	.50

[a]Represent grade level equivalent scores.

This r^2 value shows that in 1967 only 16% of the total error in predicting achievement from readiness scores may be attributed to the relationship between the two measures. However, in 1968 50% of the total variance in prediction maybe attributed to this correlation. This statistic is vital in full understanding of the value which should be attached to these scores for each year. It also confirms the previous interpretation that the 1968 scores are probably more representative of true readiness level of students entering the first grade prior to the initiation of this project. Finally, it should be noted that the composite grade level equivalent scores on the achievement test were widely dispersed in comparison with the readiness scores. This may be possibly attibuted to the utilization of the grade equivalent score rather than those of standard scores in recording results on permanent records.

Future use of the standard score of percentile for each year would enable the school district to more accurately reflect the readiness and achievement of the students since these scores would not be in wide ranges as are the grade equivalent scores which are converted from the standard score.

The baseline data presented will be utilized in analysis of each program and/or objective. Therefore,

these discriptive statistics will not be duplicated in their entirety in tables representing the actual treatment of data. The remainder of this section will concern itself with the analysis of results as reflected by the appropriate data treatment techniques for each program.

PRE-SCHOOL READINESS PROGRAM EVALUATION

This product evaluation is concerned primarily with comparisons between 1967-68 readiness scores and the readiness of a random sample of first grade students in September, 1969. Also, of prime importance, is the comparison of 1969 scores of students who had participated in the new Readimobile Program with students who had participated in a Headstart Program. These multiple comparisons are directly related to the specific objectives 1-3. In addition to testing the significance of difference between these readiness scores, a deeper understanding of the innovative Readimobile Program may be obtained from the analysis of concepts stressed as reported by the teachers involved in this program. (See Appendix D).

The multiple linear regression analysis of the three sets of readiness scores yielded results analogous to simple analysis of variance. Since multiple comparisons were of primary interest, the usual format for analysis of variance has not been utilized, nor has the presentation

of linear models used in multiple regression analysis. Table 5 reflects the comparisons of interests between the three groups of readiness scores representing the above mentioned group of students.

TABLE 5

COMPARISON OF READINESS SCORES OF 1969 FIRST GRADE STUDENTS WITH REDIMOBILE EXPERIENCES AND STUDENTS PARTICIPATING IN HEADSTART PROGRAM

	1967 and 1968	Headstart	Redimobile
N	351	70	42
Mean	35.9	40.7	46.0
$S\bar{x}$	1.0	1.7	1.9
[a]Mean Difference: 4.8			
S_d = 2.15 t = 2.23*			
[b]Mean Difference: 5.3			
S_d = 2.54 t = 2.08*			

[a]Comparison between composite 1967-68 scores and 1969 Headstart p rticipant scores.

[b]Comparison between 1969 scores of Headstart and Redimobile students.

*Significant at the .05 level.

Inspection of Table 5 shows that it is obvious that an overall significant difference between the means of the three groups did exist. However, since we were more concerned paired comparisons of these means, the results of the t-test are of prior importance. There was

a significant difference between the means of readiness scores of students entering the first grade in 1967-68 and scores of students entering the first grade in 1969 with Headstart expreiences. This mean difference of 4.8 resulted in a "t" value of 2.23 wiich was significant at the .05 level.

The second t-test shown was conducted in order to determine if a significant difference existed between the 1969 students who participated in the Headstart Program and those who participated in the Redimobile Program. As shown in Table 5, the Redimobile group had a mean score of 5.3 points higher than the Headstart group. This difference resulted in a t-value of 2.08 significant at the .05 level.

Both of the above "t" tests reflected a significant difference, at the stated level, which may not be attributed to chance. Therefore, we may reasonably say that both the Headstart and the Redimobile students in 1969 exhibited a higher degree of readiness for first grade than did students in 1967-68. Also, the same conclusion may be reached relative to the previously stated results which indicated that the Redimobile students achieved a higher score on the Metropolitan Readiness Test than did the Headstart participants. In both of these significance tests, we can safely state that similar results will occur 95% of the time among students of the same population from which

this sample was drawn.

Although we cannot discount the above significance results, caution should be applied in interpretation. This is due to the fact that many variables, such as sex, socio-economic status, other unknown pre-school experiences, were not controlled or measured. This cautious approach is necessary for full interpretation and every effort should be made to identify and measure other important variables in the future. Such measurements should increase the predictive efficiency of such programs and provide a basis for further program development.

FIRST GRADE LANGUAGE ARTS PROGRAM

The primary emphasis in the first grade language arts program was on utilization of the Open Court Program to improve reading. Of secondary emphasis was the improvement of the handwriting of first grade students. The data presented below represents the evaluation of this program and, more specifically, objectives four and five as stated in Part I of this report.

TABLE 6

COMPARATIVE ANALYSIS OF ACHIEVEMENT TEST DATA
OF 1967 AND 1968 FIRST GRADE PUPILS

	1967	1968	TOTAL
N	162	189	351
Mean	1.59	1.70	1.65
$S_{\bar{x}}$	.69	.62	.41

Mean Difference = .11 S_d = .09

t =1.29

p > .05

The comparative analysis of achievement data, as presented in Table 6, indicates that there was not a significant difference between the means of the 1967 and 1968 first grade sample. As may be detected, a mean difference in grade level equivalence scores of .11 was not sufficiently large enough to be attributed to any differential treatment. Another possibility for this lack of significance apparently was due to the relatively high standard error of the means.

In summarizing the results of the achievement measures, one must conclude that only chance elements were operating. However, in a more practical interpretation such results should not be alarming when the factors of test reliability, conditions, and the short span

of time in which this program was operating are considered.

The evaluation of this data confirms the wide variability in first grade pupils' reading achievement as measured by such a standardized instrument. This variability should be carefully analyzed and used to more readily identify unique traits and to plan for more individualized programs.

Analysis of Handwriting Data

A comparison was made of the handwriting of first grade students in 1967 and 1968. It should be emphasized that this analysis was made by judges utilizing a 15 point scale with 3 points maximum value for the following criteria (1) size, (2) form, (3) slant, (4) spacing, and (5) alignment. Within this context, these results should be recognized as the output of a structured but subjective rating technique.

TABLE 7

COMPARISON OF 1967 AND 1968 HANDWRITING DATA OF FIRST GRADE PUPILS

	1967-68		1968-69	
	Sex		Sex	
	Male	Female	Male	Female
N	78	99	113	104
$\bar{X}$	6.92	6.27	8.51	8.35
V_c	.32	.33	.38	.40
SD	2.6	2.7	3.4	3.7
$S\bar{x}$	.30	.21	.32	.36
	t = 1.61		t = 1.47	

	1967-68	1968-69
	Total	Total
N	177	217
$\bar{X}$	6.64	8.44
V_c	.41	.39
SD	2.7	3.1
$S\bar{x}$	.20	.21

t = 5.825*

* P < .01

The comparisons made in Table 4 are individual t-tests between (1) males and females for both the 1967 and 1968 samples, and (2) between the total means for each year. The results of these comparisons indicate that males and females do not differ significantly on this measure of handwriting within the years 1967 or 1968. However, the composite means may not be attributed to chance since the t-test was significant at the .01 level.

Caution relative to interpretation of this subjective measure is encouraged. In a strictly statistical since, handwriting samples did improve in 1968-69 or compared with samples representing the 1967-68 school year. Such results should be utilized to improve the measurement of these skills and as a basis for improved program development.

INTERPERSONAL RELATIONSHIP PROGRAM

This inservice program for school personnel was designed to measure the outcomes as related to objectives eight and nine as stated in Part I of the report. The instruments utilized and their results are analized relative to their individual contribution to this evaluation.

Saslow Expression of Feelings

Table 8 presents findings as measured by the Saslow Expression of Feelings Test.

TABLE 8

RESULTS OF SASLOW EXPRESSION
OF FEELINGS TEST ADMINISTERED TO
CLAIBORNE COUNTY TEACHERS

	FREEDOM			OPENESS		
	Pretest	Postest	Difference	Pretest	Posttest	Difference
$\bar{x}$	35.8	38.8	3.0	25.6	26.9	1.1
N	33	33	--	33	33	--
SD	9.5	9.2		4.4	3.7	
$S\bar{x}$	1.66	1.60		.77	.64	
t	.27	.24		.17	.14	
	$Sd_{\bar{x}} = 1.0$ t = 2.991*			$Sd_{\bar{x}} = .748$ t = 1.737		

* Significance at .01 level.

This instrument is so structured to measure clusters of items identifying two factor structures: (1) openess and (2) freedom. A correlated t-test was performed to determine if a significant difference existed between the scores of 33 teachers to whom the test was administered on a pre-test--post-test situation. The results of these t-tests on both factors, measuring change over a ten week time span, show that the only freedom factor exhibited a significant change. Basically the freedom factor apparently measures an individual's "freedom" from physical ailments under periods of emotional stress.

Disadvantaged Child Opinionnaire Analysis

This questionnaire was developed to measure opinions toward the disadvantaged child. In the context of use in this study, value of results would be in determining (1) the statements in which there was general agreement, (2) the statements in which there was general disagreement, and (3) the statements which showed a wide range of diversity in response both in individual schools and the schools combined as a system. This last result would probably be of most value for inservice planning.

Identification of those statements which seemed to indicate a wide diversity of opinion among the faculties of the separate schools as well as the system was thus given major consideration in terms of a descriptive analysis of this questionnaire. The value of this procedure would be in providing some objective information for use in structuring inservice work around problems confronting the educational problems of the disadvantaged child which the response pattern indicated were areas of disagreement among faculty members.

The general procedure in identifying such problems consisted of an item analysis for separate schools and for the entire system. Findings of this process indicated

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[1]Refer to Appendix A for items utilized in the questionnaire.

that in addition to distinct clusters of items in certain of the five categories (strongly disagree to strongly agree), there were a number of items where the response pattern across the categories indicated disagreement among respondents. Appendix B-1 gives an indication of items which seemed to cluster under the different categories. This table depicts the clusters by categories for the entire system. For purposes of emphasis the items in the "discrepency" category for separate schools and for the system will be further discussed here.

The Port Gibson School analysis for the opinion questionnaire evidence seven items where a discrepency of opinion seemed to stand out. The small number (N=12) in the group indicates that caution must be exercised in interpretation.

The Pattison School analysis, also with a small group (N=11), evidenced 29 items which seemed to denote discrepency of opinion.

The Richardson School analysis, again with a small number (N=14) in the group, evidenced 38 items which could be considered discrepency items.

The Addison School analysis (N=57) evidenced 15 items which seemed to indicate wide diversity of opinion.

Appendix B-2 depicts the items which showed discrepency by schools while Appendix B-3 depicts items

which indicated discrepency of opinion common to two schools (17 items) and 4 items denoting discrepency of opinion which were common to three of the four schools. These item clusters are easily identified in the table and will not be repeated here.

The general clusters of items which resulted from the item response pattern. These clusters are depicted in the five categories of the questionnaire plus the added discrepency category. All 130 items were placed in one of the categories.

The seven common factors that the teachers perceived in the disadvantaged child as structured by the 130 item questionnaire were similar to the Georgia findings:[1]

I. Home deprivation. (No books, inadequate male model, and a lack of cleanliness, lack of intellectual stimulation).

II. Sense of hopelessness. (Police, parents, school, and community).

III. Culturally different behavior patterns. (Sex, cussing, and fighting).

IV. Myths about intellectual capacity of the deprived child. (Anxious to learn under good teaching, dissatisfied with school).

V. Inferior self concept.

VI. Poor language models in home and community (Articulation deficiency).

VII. Success through the physical.

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[1]Report on N.D.E.A. Institute for Teachers of the Disadvantaged. (University of Georgia), 1968.

Q-Sort Analysis.

The school personnel aprticipating in the interpersonal Relationships (H.D.I.) inservice program were given the Teacher Problem Q-Sort designed by Bills. The subjects were instructed to sort the items into three categories on a continuum ranging from least pressing to most pressing. The required number in the three distributions were thirty-four, sixteen and thirty-four. A cluster analysis was conducted on the eighty-four items according to their categorical classification. This analysis revealed certain patterns which were further interpreted in order to determine meaningful educational constructs and congruency among the problems within each cluster.

Table 9 presents the constructs which seemed to emerge as common factors within the "most pressing" and "least pressing" cluster of sorts. (The items contained in these clusters may be identified by referring to Appendix B.)

Several general matters of concern stood out in grouping the 21 problems or items identified as most pressing. Two categories accounted for 69 per cent of the total items. One of the categories could be titled Parental Support and Understanding, with the other category dealing with creative teaching and learning. It is evident from the sorting of the items that these two areas are of primary concern to the teachers in the system.

TABLE 9

CONSTRUCTS IDENTIFIED IN THE MOST PRESSING AND LEAST PRESSING CLUSTERS ON TEACHER-PROBLEM Q-SORT

MOST PRESSING

	Construct	Weighted Proportion of Variance
I	Parental Support and Understanding	.37
II	Creative Teaching and Learning (means and time)	.32
III	Student Role in School (relationship to teacher)	.16
IV	Policy-making and Execution	.10
V	Evaluation (judging progress)	.05

LEAST PRESSING

	Construct	Weighted Proportion of Variance
I	Motivation to Learn	.47
II	Slow Learner and Gifted Student Instruction	.47
III	Problem Solving (fate control)	.06

Several other categories of concern appeared to be contained in the most pressing cluster. These could be identified as the proper role of the student in the school environment and category centered around policy-making and execution.

In the least pressing cluster several categories of concern also were apparent. It is interesting to note that 18 of these 21 identified "low press" items can be placed in one of two categories. One series of items clearly involved motivation of the student to learn and the other series of items deals with problems centering around the slow learner. These seem not to be considered as major concerns by those who sorted the items.

It is interesting to note that one item, number 27, which has been identified as an item of primary concern of teachers of students in disadvantaged environments ranked 7th from the bottom in this sort of items. This item, "Getting children to realize the importance of an education and being willing to spend the necessary time and effort to achieve it," could be identified as a "Fate Control" item. This type of item has been utilized as differentiating achievers from non-achievers in disadvantaged environments.

The greatest value can be derived out of this Q-sort analysis by acquiring such an objective measure of the categories of problems considered most pressing

in the system's schools. These, along with other data, could be utilized in developing constructive means to alleviate the identified press. Thus, a more effective school system with more satisfied faculties could be a valuable outcome of such a program.

In summary, the utilization of a practical descriptive analysis can be of prime importance in planning inservice programs for improvement of the instructional program. This is not to discount the need for strong data treatment methods but recognition of descriptive components is often neglected when highly sophisticated techniques are employed. As it applies to this evaluation, the most pressing items identified by the Q-Sort would be a logical starting point for planning new approaches to educational problems.

Summary

The results of the three techniques utilized in evaluating objectives eight and nine provide primarily a basis for descriptive analysis. Such an analysis should provide a basis for special inservice programs designed to meet the needs of each school's faculty. As stated previously, the Saslow instrument yielded a significant change in the freedom factor on the pretest-post test situation. However, due to the small number in the group and lack of other controls this difference should interpreted with caution. Likewise, the results reflect all personnel

involving the total school system and cannot be generalized to any one particular school. Further analysis according to each individual school on this and other instruments of this nature may be beneficial.

The Q-Sort and Disadvantaged Youth Opinionaire was treated by the utilization of the hierarchal grouping analysis technique. This technique is quite similar to factor analysis and is more applicable to the limited number of subjects in contrast with the number of items contained within the instrument. Full information is provided relative to the clustering of these items and the factor structure prrticularly on the Opinionaire. Finally, it may be stated that the total school personnel were widely diversified relative to the particular structure of clusters associated with the Q-Sort and Disadvantaged Youth Opinionaire. The same statement may be made relative to differences between schools as fully explained in the interpretation of each instruments' results.

OJEMANN PROGRAM EVALUATION

The Ojemann Program for Teaching Human Behavior was utilized as a means of accomplishing objectives six and seven which are stated in part I. The measurement of these objectives consisted of: (1) the Ojemann Social Causality Test (I and II), administered as a pretest-posttest in February and May, 1969, (2) the Problem Situations Test, and (3) the preference of the materials

used in the program as rank-ordered by the students.

The sample consisted of a total of twenty 4th, 5th and 6th grade classes. Included in this group of intact classes were five control groups distributed as follows; one fourth grade and two each in the fifth and sixth grades. Random techniques were used in selection of the classes which participated in the Ojemann program and also the control groups.

The results of the pretest-postest scores on the Social Causality Test and the postest results of the Problem Situation Test are presented in Table 10. Although a total F-test was run, which was significant at the .01 level, it was felt that individual comparisons of means would be of most value in interpretation of data. The t-test multiple comparisons are shown in Table 10, along with descriptive parameters. (These comparisons were made between the Ojemann groups and the control groups by utilization of multiple regression analysis techniques which provide the same results as the standard t-tests.)

In each grade level, the Ojemann group, as compared with the control groups showed significant gain in understanding and application of human behavioral theory as measured by the Social Causality pretest-postest scores. These results were significant at .01 level in the fifth and sixth grade comparisons and at the .05 level in the fourth grade. Therefore, we may

reasonably expect that these results would not be due to chance over 1% and 5% of the time respectively. The Problem Situation Tests revealed similar results as a significant difference at the .01 level was obtained in all three grades.

The above remarks should be considered in view of the fact that intact groups were utilized and extraneous variables were probably instrumental in obtaining such results. Also, equivalent groups, as measured by other variables, were not utilized in the design. These factors, along with others (such as size of the control groups, teacher influence, a possible "sensitizing" effect of the pretest, and the small number of control groups)must be considered.

Ojemann Material Preference

In considering the Ojemann material preference as indicated by the students, it might be well to note that the fourth and fifth grades had similar preferences, while the sixth grade students did not fit the same pattern. The fourth and fifth grade students ranked highly the materials directly relating to meeting problems and working together. The sixth grade preferences were more related to mental and physical health. All three groups indicated similar choices in the least preferred materials. Possibly all preferences were related to the method

employed in their use or the time alotted the particular concept. Appendix D contains a listing of the materials and their ranking by students.

In summary, although the results were significant and the programs very worthwhile, additional study of a more intensive nature should be undertaken relative to the effects of this type of short-range pilot program. With these words of caution, one may conclude that such a program would be very beneficial integrated into the school curriculum.

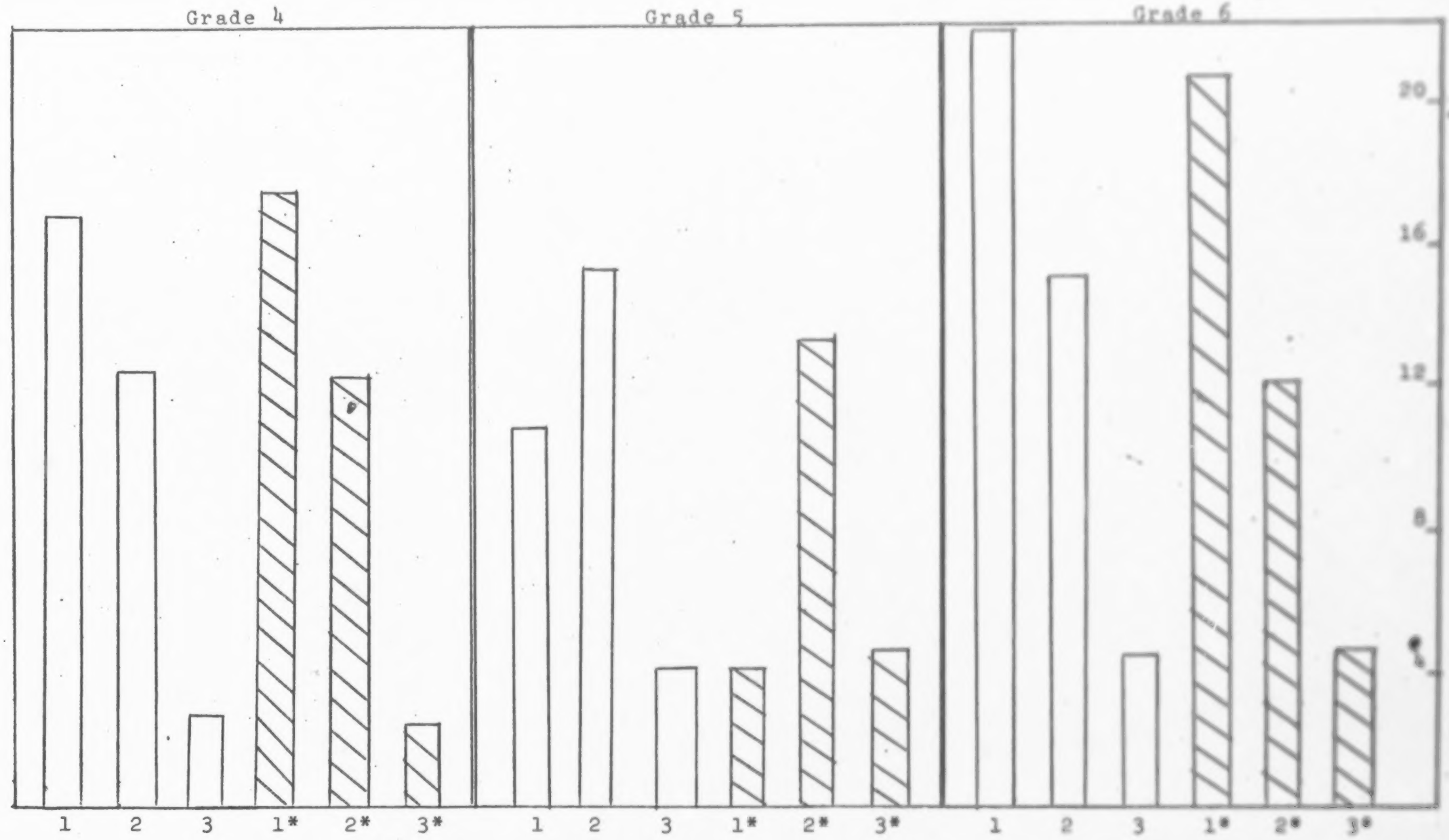
TABLE 10

RESULTS OF SOCIAL CAUSALITY AND PROBLEM SITUATION TESTS OF FOURTH, FIFTH, AND SIXTH GRADE PUPILS

		Grade Levels 4		5		6	
		Ojemann	Control	Ojemann	Control	Ojemann	Control
Social Causality	$\overline{X}$	16.6	17.2	10.6	9.8	21.99	20.6
	$S_{\overline{x}}^2$	.05	.35	.02	.05	.035	.20
	S_d	.06		.026		.153	
	"t"	1.9*		3.1**		2.9**	
	$\overline{X}$	Prob. Sit. 12.5	Control 12.1	Prob.Sit. 14.6	Control 14.0	Prob.Sit 15.1	Control 12.1
	MS_w	.09		.16		.07	
	S_d	.21		.07		.21	
	"t"	2.9**		2.15**		21.4**	

* P<.05
**P<.01

COMPARISON OF PUPILS' SCORES ON SOCIAL CAUSALITY, PROBLEM SITUATION, AND ACHIEVEMENT TESTS ACCORDING TO GRADE LEVEL



1=Social Causality Means
2=Problem Situation Means
3=Achievement Means
* indicates control group

PART IV

SUMMARY AND CONCLUSIONS

The intent of this brief section is to summarize the programs and to make appropriate conclusions relative to evaluation of the specific objectives. This special pilot project originated as a result of detailed planning by a coordinated team to identify and plan programs designed to meet the needs of majority Negro Rural Isolated school districts. The Claiborne County school district in Mississippi selected as their primary needs programs designed to improve interpersonal relations and reading instruction, particularly at the pre-school and first grade level. The needs of this district fully justified the selection of these programs.

The components of this program consisted of an intensive inservice education program for the teachers, an innovative pre-school readiness program utilizing the Redimobile unit, the utilization of the Open Court Correlated Language Arts Program for first grade reading improvement, and the Ojemann Program teaching human behavior understanding as an integral part of any unit of study. This district, in order to measure the outcomes of this pilot project, gathered impressive amounts of hard data. This data was treated by appropriate statistical methods and yielded

results that should be useful in future program developments in this and similar school districts. These results will be briefly itemized under the appropriate objectives to which the results may apply.

Conclusions

The conclusions reached from this evaluation, as stated earlier, necessarily apply to these specific objectives. However, there are some overall elements that are obvious: (1) the observations of this investigator in working the Claiborne County School System has made a very firm impression concerning the sincere dedication, high morale, and other intangible factors which contribute to the success of any program. Furthermore, this writer would like to state that the personnel in this school district has been more impressive in their efforts toward providing quality education than in any other district with similar problems observed by the writer. (2) Another general conclusion would be to the effect that, if necessary finances are available, this district will continue to prosper and enhance its educational program as a result of the excellent leadership and efforts of the administrative leaders and teachers. (3) It is the conclusion of the writer that the school system has the support of the community as in no instances were there any observable effects which may indicate the contrary.

The following represents the specific behavioral objectives for this program and a brief statement relative to conclusions may be derived from the results. These conclusions and necessary qualifying remarks are explained in depth in Part III of this evaluation and it would be redundant to repeat at this time.

1. To significantly increase the reading readiness of pupils entering the first grade as determined by a comparative analysis of the reading readiness of 1967-68 first grade students with 1969 first grade students as measured by the Metropolitan Readiness Standardized Test.
2. To improve pre-school readiness of children by utilization of the innovative Readimobile program as determined by a comparative analysis of the readiness of Headstart and Redimobile participants as measured by the Metropolitan Readiness Test.
3. To determine the relationship between the readiness development emphasis, as reported by pre-school Readimobile teachers, and the reading achievement of first grade students as measured by the composite grade-level equivalent on the Stanford Achievement Test. (Primary I Level).
4. To significantly improve the reading achievement of first grade students entering the second grade level as determined by the composite score of the language

arts sub-tests of the Stanford Achievement Test. (Primary I Level).

5. To improve the handwriting skill of first grade students as determined by a comparative analysis of subjective ratings of handwriting of first grade students enrolled in the 1967-68 school year.

Conclusions:

1. There was a significant increase in pre-school readiness scores when the 1967-68 and the 1968-69 years were compared.
2. 1969 readiness test score comparisons of first grade students with Headstart and those with the Redimobile experiences indicated that the Redimobile group scored at a significantly higher level than did Headstart participants.
3. The variability among the groups indicates the need to identify more variables, including personal and parental data, in order to increase precision of prediction and individualization of the program according to patterns identifiable as contributing to this goal.
4. The reading achievement of first grade students did not indicate a significant increase.
5. Again, extreme dispersion of scores appeared to affect the predictive power and the same type of controls suggested in above (no.3) relative to readiness data.
6. Apparently, the concepts stressed by the pre-school and first grade students were more congruent as the relationship of readiness scores and first grade achievement scores were significantly higher in 1968-69 than in previous years. (r of .40 in 1967-68 as compared to r=.71 in 1968-69.)
7. The handwriting skills of 1968-69 first grade students were significantly higher than the 1967-68 group. More objective measurement, if deemed important, is needed in such an analysis.

6. To assist students in the: (1) development of skills in dealing with human behavior; (2) understanding and application of the causal approach to current and historical social situations relative to the

behavior of others, and ability to analyze and resolve their own behavioral oriented problems as measured by the Ojemann Social Causality Tests and Problem Situation Test.

7. To determine the effectiveness of materials utilized in the "Ojemann Program for Teaching Human Behavior" as perceived by fourth, fifth and sixth grade students as measured by ranking of the materials by the students.

Conclusions:

1. As measured by the Social Causality Test (pretest-postest differences), the students in all participating grade levels (4, 5, and 6) showed a significant increase in the application of the causal approach to Human behavior as compared with control groups not utilizing the Ojemann Program.

2. The above results were also evidenced on scores yielded by the Problem Situation Test. ($P<.01$)

3. The students' ranking of Ojemann materials indicated patterns of preference, among fourth and fifth grade students, which may be generally classified "meeting problems and working together." Sixth grade students seemed to prefer a pattern of materials concerned with "mental and physical health."

8. To help teachers further develop: (1) the ability to perceive their problems relating to teaching and the relationship of their own feelings and the feelings of others, and (2) the ability to adjust their unique behavior patterns in environmental and personal situations as measured by Bill's Teacher Situation Q-Sort and the Saslow Expression of Feelings Test.

9. To determine and assist the school personnel in their perception and ability to teach the culturally and economically disadvantaged child as determined by the Culturally and Economically Disadvantaged Children and Youth Opinion Questionnaire.

Conclusions:

1. The pretest-postest scores of teachers on the Saslow instrument were significantly higher in gain than should be attributed to chance on the freedom factor. No significant increase was evidenced on the openness factor
2. Results of the Q- Sort indicated clusters of "most pressing" problem sorts indicative of parental support and need for time and means relative to creative teaching.
3. "Least pressing" clusters of Q sorts were heavily weighted on two factors: (1)motivation to learn, and (2)slow and gifted student instruction.
4. The opinionnaire on the disadvantaged yielded clusters of items (factor structure) which varied among teachers according to the school or grade level.
5. The overall factor structure seemed to approximate similar findings found by using this instrument among teachers from three states at the N.D.E.A. Institute held at the University of Georgia (1968).
6. A general conclusion must be made that the stress on interpersonal relationships among school personnel strongly contributed to the educational program. Also, it is obvious that more insight into this area, as yielded by the data, will be beneficial in future planning of programs.

Final Remarks: A MOST INTERESTING PILOT PROGRAM ENHANCED BY DEDICATED FACULTY, OUTSTANDING ADMINISTRATIVE LEADERSHIP, AND COMMUNITY SUPPORT

THIS DISTRICT HAS GREAT POTENTIAL FOR CONTINUED SUCCESS; NEEDS AND DESERVES TOP CONSIDERATION FOR FUTURE FUNDING OF PROGRAMS.

APPENDIX A-1

DISADVANTAGED YOUTH QUESTIONNAIRE

TOTAL GROUP--ITEMS BY CATEGORIES

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Discrepency Weight
1	7	10	14	9	3
2	18	12	17	22	4
16	20	34	30	24	5
19	25	35	73	44	6
21	41	36	85	47	8
26	42	37	88	53	11
29	43	39	90	58	13
32	50	45	104	61	15
33	54	66	121	62	23
38	56	67		63	27
40	59	78		64	28
48	72	91		68	31
51	74	93		122	46
52	75	95			49
57	81	100			55
60	84	106			65
69	87	108			76
70	92	115			79
71	98	116			82
77	105	117			83
80	107	118			89
86	112	119			99
94	120				110
96	123				125
97	129				126
124	130				128
114					127
113					
111					
109					
103					
102					
101					

APPENDIX A-2

DISADVANTAGED YOUTH OPINIONNAIRE DISCREPENCY

SCHOOLS

Port Gibson	Pattison	Richardson	Addison
N=12 7 Items	N=11 29 Items	N=14 38 Items	N=57 15 Items
11	3	4	3
23	10	6	5
34	11	7	6
65	14	11	8
72	15	13	10
108	17	14	13
127	21	17	14
	30	28	18
	31	30	24
	44	38	45
	47	45	48
	52	46	57
	54	54	118
	60	55	126
	65	58	127
	73	59	
	76	65	
	81	66	
	82	73	
	85	76	
	88	78	
	92	79	
	99	82	
	127	85	
	126	130	
	115	128	
	107	120	
	105	118	
	104	117	
		115	
		114	
		112	
		108	
		106	
		104	
		100	
		98	
		89	

APPENDIX B

ITEM CLASSIFICATION ON TEACHER-PROBLEM
Q-SORT ACCORDING TO DEGREE OF PRESS

MOST PRESSING

ITEM NO.	ITEM
63.	Lack of set standards for judging progress or promotion.
79.	Some students feel they are different and think they should be treated as teachers are.
23.	Finding time to use the added materials which we are receiving.
17.	How to decide how much time you spend in creative pursuits.
48.	Parents who feel that your job is to see that their child passes even though classes are much too large for individual attention.
51.	Too much absenteeism.
39.	Adequate space for creative efforts.
5.	Working with parents in such a way that they have an opportunity to help define the school program.
7.	Students wanting to be on an equal with teachers.
43.	Too much emphasis on sports.
56.	Lack of appreciation of the job of the teacher in the community.
84.	Although classwork is all planned by the class, interest begins to fall away if any real obstacles arrive in working on our problems. I need to re-think my methods of work to prevent this.
12.	Lack of parents participating in PTA.
60.	Insufficient library materials for student-centered teaching.

61.	Changing classroom emphases to avoid criticism of parents that our teaching is weak
80.	Helping those in authority to re-think what may be arbitrary decisions.
46.	Not enough uniformity in what is expected of children from different teachers.
57.	Carrying out the policies formulated by others such as the principal or the superintendent.
58.	Parents whose emphasis is ont the grading system rather than on the development of the individual child.
36.	Communicating to parents the value of present-day teaching procedures.
62.	Refusal of children who need individual help to accept it and correct mistakes on written work.

LEAST PRESSING

22.	How, in spite of the many handicaps that face me, can I be the best possible teacher I can be?
28.	Lack of interest shown by students.
2.	Teaching children who lack the desire to learn.
75.	Children who are not interested in any type of home work or study at school.
1.	How to make the subject matter interesting and meaningful to all pupils of varying ability.
6.	Trying to get students to apply the knowledge they have.
38.	Students who are satisfied with only a passing grade when they have the ability to do so much better.

53.	Knowing how to motivate children to want to learn what is important.
81.	Continuing to develop new and better ways of getting students to participate and enter classwork with their fullest attention.
26.	Trying to teach a class with abilities that spread over four or five grade levels.
30.	Students who are not able to do work required for their grade.
37.	Helping children to learn to think for themselves and to be independent.
83.	How to continue to improve my teaching in a fast-changing world.
14.	Learning new ways of reaching the slow and fast learner.
27.	Getting children to realize the importance of an education and being willing to spend the necessary time and effort to achieve it.
19.	Developing a school spirit.
16.	Getting children to put forth the necessary effort to accomplish the task assigned.
42.	Finding time to do needed individual work with pupils.
32.	Motivating children to want to do more than just pass.
18.	Trying to teach children who do not have the ability to even follow directions.
67.	Children who cannot read or understand what they have read.

APPENDIX C

FREQUENCY OF EMPHASIS ON SELECTED PRE-SCHOOL READINESS CONCEPTS AS REPORTED BY REDIMOBILE TEACHERS: 1968-69

Concept	Ranked Frequency
Counting and Grouping	1
Observing, Naming, Labeling	2
Relationships with Others	3
Creative Expression	4
Colors	4
Size Relationships	5
Position Relationships	6
Shapes	7
Differences and Similarities	8
Animal Habits	8
Sequence Relationships	9
Recognizing Sounds	10
Alphabet	10
Following Directions	10
Opposites	10
Listening	11
Coordination	12
Body Awareness	12
Thinking Positively	12
Problem Solving	13
Time and Place	14

APPENDIX D

OJEMANN MATERIAL PREFERENCE AS INDICATED BY STUDENTS

Material	Rank Order		
	4th	5th	6th
a. Why People Act As They Do	2	3	8
b. Needs and Feelings	10	7	14
c. What Do You Think	15	12	13
d. Learning to Talk About Feelings	8	4	12
e. Two in One	16	11	-
f. Oliver Think-Tank The Eye	14	13	7
g. How The Teacher and Pupils Work Together	3	1	10
h. When We Meet A Problem	1	6	11
i. Organizing a Room Council	13	-	6
j. The Cubs' Project	9	14	1
k. Discover My World Sequel	4	5	9
l. Can We Find Out?	5	2	14
m. Introducing Mental Health	12	9	2
n. The "Why's Way to Learning"	-	8	-
o. People Are People The World Over	11	14	4
p. How Can Attitudes About Food and Growth Affect Behavior	6	-	3
q. Why Does This Taste Good to Me?	12	14	13
r. Two In One (1) Yes or No?	7	10	5